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In 1966, the Research Department of the California Teachers Association sent a questionnaire to a stratified random sample of California teachers. Of 2,400 questionnaires distributed, there were 2,061 (85.9 percent) usable returns. The questionnaire asked about the professional status of the teacher and his professional judgments regarding teacher education and certification. In general, the teachers surveyed appeared to favor the status quo in certification (four years of preparation for beginning elementary teachers, five years for high school teachers, and continuation or direct applications to the state department of education for issuance of credentials); the one change favored was to credential junior college teachers on the basis of the master's degree only. Most teachers indicated that preservice courses contributed to professional development. Courses in subject matter related to teaching majors were strongly favored, while courses in subject matter related to teaching minors were less strongly favored. Methods courses received relatively favorable reactions. A low position was accorded to courses in educational philosophy. There appeared to be an almost complete separation of elementary and secondary teachers in their overall attitudes, while the responses of high school and junior college teachers were similar. (Appended are a description of the sample selection and tabulations of responses.) (Author/SG)

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TO  
CERTIFICATION AND PRE-SERVICE COURSES

Supplementary Research

Report

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CALIFORNIA TEACHERS' REACTIONS  
TO  
CERTIFICATION AND PRE-SERVICE COURSES

In February, 1966, the Research Department of the California Teachers Association sent a five-page questionnaire to a stratified random sample of California Teachers. A total of 2,400 questionnaires were mailed out. There were 2,061 usable returns, which was 85.9 per cent of the forms sent out. A detailed discussion of the sample and of the techniques used in its selection and in securing returns, will be found in Appendix I. The questionnaire asked a number of questions about the professional status of the teacher, and about his professional judgments with respect to certain matters relating to teacher education and certification. This report summarizes these teacher judgments or opinions and analyzes some of their relationships to grade level taught, experience, and level of preparation.

C E R T I F I C A T I O N

*Years of Required Preparation.* The teachers included in the sample went along with the traditional California preparation pattern rather than with new requirements now being implemented. Only 817 respondents, or 39.6 per cent, favored five years of preparation for original certification for elementary teachers; while 1,484, or 72.0 per cent, favored five years of preparation for original certification for secondary teachers.

There was a significant difference between elementary and high school teachers in the responses to these questions. Even for high school certification, more high school teachers than elementary favored a five-year training program. The percentage in favor were 80 for high school teachers and 70 for elementary. With respect to the preparation of elementary teachers, the difference was even more dramatic. Forty-nine per cent of the high school teachers favored the five-year requirement, but only 35 per cent of the elementary teachers did so.

High school teachers had a large minority (45 per cent) that did not favor five years of preparation for elementary teachers before receiving their original certificate. The no-response rate was 6 per cent, so those favoring the five-year program for elementary teachers were also a minority (49 per cent).

A substantial majority, 63 per cent, of the elementary teachers included in the sample disapproved of requiring five years preparation for original certification. Only 2 per cent of the elementary teachers failed to respond.

*Master's Degree.* A majority, 57.0 per cent, of the teachers included in the study believed that only the master's degree should be required for certification on the junior college level. However, only 31 per cent of the junior college teachers included in the sample held this position. But none of them opposed it. The large majority of junior college teachers, 69 per cent expressed no opinion.

*Certification Procedures.* The teachers expressed overwhelming disagreement with the proposal that the State Department of Education discontinue issuing credentials on direct application. Only 11.0 per cent favored it, with 5.6 per cent giving no answer. Those saying "no" constituted 83.4 per cent.

A similar response was given to the proposal that the State administer a standardized test in professional education and teaching fields as a prerequisite for certification. This was favored by 19.8 per cent; opposed by 77.1 per cent; and not answered by 3.1 per cent.

*Needed Improvements in Certification Procedures.* Reduction in complexity of requirements is the most needed improvement in procedures for teacher certification in California, according to the teachers included in the sample. This was the opinion of 47.9 per cent of those responding. Reduction in number of kinds of credentials was given first place by 21.9 per cent. Elimination of provisional credentials was marked as most critical by 11.8 per cent, and elimination of partial-fulfillment credentials by 9.7 per cent. The remaining 8.8 per cent had various other ideas as to the most critically needed improvement in certification for teaching in California.

*Limitations of Study.* The sampling study was designed to determine the opinions that would be expressed by teachers when required to do so on a number of important issues in teacher education in California at the present time. On the basis of studies validating the sample procedure (See Appendix A) and on the basis of the percentage of return, it must be concluded that the foregoing results closely represent the opinions held by California teachers. But these are, after all, opinions, and are only so valid as the qualifications and information of their holders permit.

With respect to the requirement of five years preparation of initial certification for elementary teaching, it must be noted that each level--elementary and secondary--tended to respond according to the historical pattern for that level. Thus almost half of the secondary teachers favored such a requirement and less than half opposed it; while only 35 per cent of the elementary teachers favored it and nearly two-thirds (63 per cent) opposed. Even on the question of five years preparation being required for high school certification, only 70 per cent of elementary respondents favored although 80 per cent of the high school answers were favorable.

To what extent respondents in both groups favored the status quo rather than expressed reasoned opinions, is unknown. It must be concluded, however, that this type of reaction is not negligible. For this reason,



the findings of this survey must be viewed with caution in attempting to decide what policy is desirable. On the other hand, they do show what actual attitudes are--regardless of their justification--and do indicate what support can be expected and what opposition must be overcome in any program for increasing requirements for elementary credentialing.

## PRE - SERVICE TRAINING FOR BEGINNING TEACHERS

Persons included in the sample were asked to judge the extent to which various types of courses that they had taken in preparing to teach had helped them in their first year of teaching. It is recognized that many subjective factors enter into such judgment, particularly in the case of experienced teachers who must try to recall how they were affected at an earlier date. On the other hand, the subjective judgments of experienced teachers represent an integration of their actual experiences as beginning teachers and their perceptions of what might have been their first-year experiences. These judgments would, therefore, appear to have considerable professional significance. In any case, they represent the attitudes of persons who will be called on to support any teacher education programs that are proposed to be conducted in the next few years in California.

*Importance of Courses.* Three levels of importance were offered to be assigned to each type of course. These were:

1. Extremely Important for Coping with the Practical Problems of the First Year Teacher.
2. Of Some Importance for Coping with the Practical Problems of the First Year Teacher.
3. Of No Importance for Coping with the Practical Problems of the First Year Teacher.

The courses involved in teacher training, other than student teaching, were divided into seven categories. Student teaching courses were omitted because other studies had already established that most teachers consider them highly important. The seven categories used in this study were:

Teaching methods  
Philosophy of education  
Growth and development  
Teaching major(s)

Psychology of learning  
and teaching  
A-V equipment and materials  
Teaching minor(s)

Each respondent was required to check one of the three levels of

importance as applying to each of the seven categories of courses. Table I shows the per cent of the respondents who made each of the three judgments for each type of course.

It will be noted that there are considerable differences in the percentage of respondents rating various types of courses as very important or as of no importance. The strongest rating of importance was given courses in teaching majors. Methods courses were also rated important more often than other types of education courses. All types of courses were given essentially positive ratings for importance, even including courses in "philosophy of education" which was rated of no importance by a much larger per cent of respondents than any other type of course.

*Analysis of Responses.* The over-all responses make it clear that work in the teaching major is considered most valuable for meeting the practical problems of first-year teaching, that work in teaching minors and most areas of professional education is considered definitely important in this respect, and that courses in philosophy of education are held to be least important of the types considered. It was recognized, though, that insights gained subsequent to the first year of teaching, grade levels of teaching, and additional academic training might all affect the judgments made. Hence, responses were distributed according to the three dimensions of grade level, degree held, and experience, and the chi-square test for significance of difference of distribution applied. The distributions and the levels of significance found for the various dimensions are given in Appendix B.

*Grade Level.* Respondents were placed in four groups according to grade level at which they were serving. These were kindergarten-primary (K-3), upper elementary (4-6), intermediate-junior high (7-9), high school (9-12), and junior college (13-14).<sup>\*</sup> Responses of each group as to the importance of each type of course for coping with the practical problems of first-year teachers, were then compared and tested for significance of difference of distribution.

When the kindergarten-primary group was compared with the upper elementary groups, no significant difference was found for courses in philosophy of education and teaching minors. Differences significant at the .10 level were found for courses in teaching methods, growth and development, and teaching majors. For each of these types of courses, the kindergarten-primary group gave the higher rating of importance. This group gave a higher rating to courses in psychology of learning with a significance of .05 found for the difference. On the other hand, upper elementary teachers considered courses in A-V equipment and materials more important than did K-3 teachers, with a significance level of .005 for the difference between the judgments of the two groups.

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\* Ninth grade was included in two groups depending on whether the individual was in a junior high or a four-year high school.

TABLE I

## IMPORTANCE OF TYPES OF COURSES FOR FIRST-YEAR TEACHING

| LEVELS OF IMPORTANCE   | (Per cent of Respondents Giving Each Rating) |                                     |                         |                             |                        |                                |
|--|--|-------------------------------------|-------------------------|-----------------------------|------------------------|--------------------------------|
|  | Teaching Methods Course(s)                   | Psychology of Learning and Teaching | Philosophy of Education | A-V Equipment and Materials | Growth and Development | Teaching Major(s) and Minor(s) |
| Extremely Important for Coping with the Practical Problems of the First Year Teacher | 49.5   | 41.8                                | 15.8                    | 42.0                        | 40.3                   | 67.5                           |
| Of Some Importance for Coping with the Practical Problems of the First Year Teacher  | 42.4   | 50.3                                | 48.4                    | 46.4                        | 51.3                   | 27.4                           |
| Of No Importance for Coping with the Practical Problems of the First Year Teacher    | 8.1  | 7.9                                 | 35.8                    | 11.6                        | 8.4                    | 5.1                            |
| TOTALS   | 100.0  | 100.0                               | 100.0                   | 100.0%                      | 100.0                  | 100.0                          |



When the intermediate-junior high group was compared to the high school group significant differences were found only for courses in A-V equipment and materials and majors and minors. The intermediate-junior high teachers were found to rate courses in A-V equipment and materials slightly more important (.10 level). The high school teachers rated courses in teaching majors and minors as important more frequently than the intermediate-junior high teachers did. The differences were significant at the .005 level for majors and at the .05 level for minors.

When high school teachers were compared with junior college teachers, no significant differences were found. However, when either secondary or junior college teachers were compared with elementary teachers as a group, significant differences were found in all cases. The significance was at the .005 level except for courses in philosophy of education when junior college teacher (13-14) responses were compared with those of elementary teachers (K-6). Secondary and junior college teachers considered all courses in education less important for coping with practical problems of first-year teachers than did elementary teachers. On the other hand, secondary and junior college teachers gave greater importance to courses in teaching majors and minors.

It must be concluded that there is a marked and significant difference in point-of-view concerning the value of pre-service courses for helping first-year teachers between elementary and secondary teachers. The break comes between the upper elementary and the junior high or intermediate grades. Teachers in the latter showed much greater similarity to high school teachers than to K-3 or 4-6 teachers. The complete lack of significant differences between the responses of high school and junior college teachers should also be noted.

*Degree Held.* When respondents were classified according to the highest degree held, it was found that only a small number held the doctorate. Comparisons were, therefore, only made between the group holding the bachelor's as the highest degree and that holding the master's. Significant differences were found in their evaluations of the importance for first-year teachers of courses in psychology of learning (.05 level), philosophy of education (.005 level), A-V equipment and materials (.10 level), teaching majors (.005 level), and teaching minors (.005 level). Courses in A-V equipment and materials were held to be less important by those with master's degrees than by those holding only bachelor's degrees. The other four types of courses were given higher ratings for importance by the group with the higher degree.

*Experience.* Teachers were divided into those with more than five years experience and those with five years or less. The more experienced group was found to rate all types of education courses as more important for first-year teachers than did the less experienced group. The differences were significant at the .005 level. For courses in teaching majors and teaching minors no significant differences were found. For further analysis, teachers with one or two years experience were compared with those having over fifteen years service. Precisely

the same differences were found as for the first comparison. This also held true when teachers with three to five years experience were compared to those with more than fifteen years.

These findings are consistent with the hypothesis that greater insight into the needs of first year teachers are developed with experience, which presumably includes observation of the successes and failures of other teachers in their beginning years. They are also consistent with the hypothesis that a selective process takes place which eliminates those teachers placing less importance on education courses. Further study is needed to decide between these and possibly other hypotheses.

### CAREER IMPORTANCE OF PRE-SERVICE TRAINING

Individuals included in the sample were also asked to rate the importance of the various categories of pre-service courses to their total professional career. While these ratings were based on subjective factors, they do represent the considered judgment of those most affected by teacher preparation. As in the case of the judgments of the effectiveness of these courses for helping first-year teachers, the findings are of considerable practical importance to those concerned with the future of teacher education in California.

*Importance of Courses.* Four levels of importance were offered to be assigned to each type of course. These were to be checked on the basis of the respondent's judgment of how they contributed to his adjustment to teaching and to his professional development as an educator, throughout his teaching career. The four choices offered were: None, Moderately, Considerably, and Very Greatly. In addition, respondents could check "Do Not Know." Table II shows the per cent of the respondents who made each of the five responses for each type of course. [Table II-Page 8]

It will be noted that, except for teaching majors and minors, none of the various types of courses was judged to have contributed very greatly to professional development by as much as one third of the respondents. The largest group checked the courses as having contributed moderately. Nevertheless, when the tendency of teachers to avoid strongly positive or negative statements is considered, it must be concluded that there was general recognition of a valuable and important contribution made by all types of courses except those in "philosophy of education."

*Analysis of Responses.* The total response quite clearly shows that subject-matter courses in the area of the teaching major are considered to have contributed the most to adjustment to teaching and to professional development as an educator. The fact that courses in the area of the teaching minor receive the next heaviest favorable response, completes

TABLE II

**CONTRIBUTIONS OF TYPES OF COURSES TO PROFESSIONAL DEVELOPMENT THROUGHOUT TEACHING CAREERS**  
 (Per cent of Respondents Giving Each Rating)

| Degree of Contribution | Teaching Methods of Course(s) | Psychology of Learning and Teaching | Philosophy of Education | A-V Equipment and Materials | Growth and Development | Teaching Major(s) | Teaching Minor(s) |
|------------------------|-------------------------------|-------------------------------------|-------------------------|-----------------------------|------------------------|-------------------|-------------------|
| None                   | 6.7                           | 6.3                                 | 22.1                    | 11.1                        | 6.0                    | 3.2               | 7.1               |
| Moderately             | 32.8                          | 35.8                                | 41.9                    | 33.7                        | 33.8                   | 13.4              | 17.3              |
| Considerably           | 28.3                          | 29.7                                | 15.4                    | 25.8                        | 29.6                   | 20.9              | 24.0              |
| Very Greatly           | 26.7                          | 21.4                                | 9.1                     | 18.3                        | 19.6                   | 47.5              | 30.2              |
| Do Not Know            | 1.0                           | 1.6                                 | 3.6                     | 1.7                         | 2.8                    | 4.2               | 5.8               |
| No Response            | 4.5                           | 5.2                                 | 7.9                     | 9.4                         | 8.2                    | 10.8              | 15.6              |
| Totals                 | 100.0                         | 100.0                               | 100.0                   | 100.0                       | 100.0                  | 100.0             | 100.0             |



a picture in which teachers consider subject-matter training most important, with education courses--particularly teaching methods--also making significant contributions.

Because of the obvious possibility that responses were influenced by experience, teaching assignment, or additional training, responses were distributed in these three dimensions. A chi-square test was applied in each case to determine whether or not significant differences of response patterns occurred. The distributions and the levels of significance found for the various dimensions are given in Appendix C.

*Grade Level.* Respondents were placed in four groups according to grade level at which they were employed. These groups were kindergarten-primary (K-3), upper elementary (4-6), intermediate-junior high (7-9), high school (9-12), and junior college (13-14).<sup>\*</sup> Responses for each group as to the degree to which each type of course contributed to their career in education, were then compared and tested for significance of difference of distribution.

When the kindergarten-primary group was compared with the upper elementary group, the only possible significant difference was found for teaching methods courses. The K-3 teachers much more frequently rated methods courses as having contributed very greatly to their careers than did the 4-6 teachers. The difference was significant at the .025 level.

When 7-9 teachers were compared to 9-12 teachers, significant differences were found for courses in audio-visual equipment and materials, courses for teaching majors, and courses for teaching minors. The intermediate and junior high teachers gave more weight to the contributions of the audio-visual block of courses than the high school teachers did. The difference was significant at the .05 level. On the other hand, the high school teachers considered subject-matter courses more valuable than did the 7-9 teachers. The difference was significant at the .005 level for teaching majors and at the .01 level for teaching minors.

When high school teachers were compared with junior college teachers, no significant differences were found for any types of courses. However, when secondary teachers generally (7-12) were compared with elementary teachers (K-6) significant differences were found for all groups of courses. All differences were significant at the .005 level except for courses in teaching methods where the significance was at the .01 level. The elementary teachers rated education courses more highly than did high school teachers in all cases; while the secondary teachers rated subject matter courses more valuable, in the cases of both teaching majors and teaching minors.

A comparison of junior college teachers with elementary teachers showed the same differences as the comparison of secondary teachers with

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<sup>\*</sup> Ninth grade was included in two groups, depending upon whether the individual was in a junior high or a four-year high school.

elementary teachers. The differences were significant at the .005 level in all cases.

It must be concluded that there is a significant difference between elementary and secondary teachers in the value that they feel pre-service courses have had to them in their teaching careers. The secondary teachers understandably give more credit to subject matter courses in the areas of their teaching majors and minors than do elementary teachers. However, groups of courses were not rated against each other. It was not necessary to rate education courses as less valuable if subject matter courses were rated high. Nevertheless, secondary teachers did give less credit to education courses for contributions to their educational career than did elementary teachers.

Because of the varying patterns to be found in the organizations of grades 7-9, it is not surprising that teachers in this level showed some differences from teachers in grades 9-12. It is, on the other hand, interesting to note that they showed far more similarities to high school teachers than they did to elementary teachers. The complete lack of significant differences between the responses of high school and junior college teachers should also be noted.

*Degree Held.* Comparisons were made between the response patterns of teachers holding the bachelor's degree and those holding the master's. Significant differences at relatively high levels were found for all groups of courses except those relating to teaching methods. For these courses the response patterns of the two groups were almost identical. Holders of master's degrees rated courses in "psychology of learning and teaching," "philosophy of education," "growth and development," and teaching majors and minors as contributing more importantly to their careers, than did those having only a bachelor's degree. Differences were significant at the .01 level or higher. In the case of audio-visual courses, holders of the master's degree considered them less important than did the other group, with the difference significant at the .025 level.

*Experience.* Comparisons were made between first and second year teachers and teachers with more than fifteen years experience, between those with three to five years experience, and those with more than fifteen years, and between those with five or less years experience and those with six or more years. In all cases the more experienced teachers were found to rate the contributions of each group of courses more important than did the less experienced teachers. When beginners (1 or 2 years) were compared to senior teachers (over 15 years) the differences were all significant at the .005 level. When somewhat experienced teachers (3-5 years) were compared with senior teachers the differences were in the same directions. However, they were not significant in the case of courses in the teaching major, and the significance for courses in audio-visual equipment and materials dropped to the .025 level.

When all teachers with five years or less experience were compared with those having more than five years experience, it was found that the latter gave higher ratings for importance in promoting their educational careers



to all types of courses than did the less experienced groups. The differences were always significant or close to it. In the case of courses in teaching majors the difference was only significant at the .05 level; and in the case of courses in teaching methods at the .025 level. In all other cases the level of significance was .01 or higher.

These findings are consistent with the hypothesis that the value of pre-service courses becomes more obvious to teachers with experience, probably because the opportunities to apply things learned in the courses multiply with the passage of time. On the other hand, they are also consistent with the hypothesis that a selective process in the retention of teachers is operating. A third hypothesis would be that teacher education courses have deteriorated with the passage of time so that more experienced teachers are reacting to a different type of pre-service course than are those more recently arrived in the ranks of practicing professionals. Further study is needed to decide among these and possibly other hypotheses.

## S U M M A R Y

*Limitations of Study.* The sample was drawn from all teachers in California; hence, the study was not limited to teachers belonging to the California Teachers Association or any other organization. While participants are referred to as teachers; this is used as a generic term to cover all certificated personnel. However, the proportion of non-teaching to teaching personnel in the population surveyed is so small that separate analyses of replies of respondents other than classroom teachers were not attempted. Strictly speaking the results presented here come from all certificated personnel in the State, but they cannot differ materially from those for classroom teachers alone.

The questionnaire asked for teacher opinions and teacher judgments. In considering the results obtained, it is important not to confuse these opinions with facts about the subjects involved. The only facts obtained by this study are facts about teacher opinions and judgments. To the extent that teachers are competent to judge and know their own minds these facts have implications for the subject areas covered as well as for the state of mind of the teachers surveyed. Since teachers are those most affected by credentialing regulations, and constitute the consumers of teacher education courses, all those involved in these matters should give very serious attention to teacher attitudes whether or not they agree with them.

*Certification.* In general, the teachers surveyed appeared to favor the status quo in certification matters. Whether or not an "educational" program would change this situation, the present climate favors four years

preparation for beginning elementary teachers, five years for high school teachers, and continuation or direct applications to the State Department for issuance of credentials. The one change that was favored was the credentialing of junior college teachers on the basis of the master's degree only.

*Pre-Service Courses.* It was to be expected that most teachers would indicate that pre-service courses were useful to beginning teachers. It was also to be expected that teachers would indicate that these courses contributed positively to their educational careers. Any significance in the findings of this study must be sought in the relative emphases given to the different types of courses, and in the variations between the different groups of teachers.

Some interesting results were the strong position of courses in subject matter related to teaching majors, the less strong position of such courses related to teaching minors, and the relatively favorable reactions to courses in teaching methods. The relatively low position accorded to courses in philosophy of education should also be noted.

With respect to differences among groups of teachers, the complete separation of elementary and secondary teachers in their over-all attitudes is most notable. The similarity, almost identity, of response between high school and junior college teachers also stands out. These differences are not so surprising where subject-matter courses are concerned. However, they are also found in all types of education courses. It has been suggested that this may reflect a real difference in the quality of pre-service courses taken by elementary and secondary teachers. This hypothesis has not, of course, been tested by this study. It is equally possible that there are real differences in the characteristics of elementary and secondary teachers which account for the observed differences of response.

That a real difference may exist among groups of teachers is also a possible hypothesis to account for the fact that, with increasing experience, teachers expressed increasingly favorable reactions to pre-service courses. Whether the difference, if it exists, is caused by the experience itself or by selective factors in the retention of teachers in the profession, or both, can only be discovered by further study.

## APPENDIX I

### SELECTION OF THE SAMPLE

The sample was selected by a process based on a design developed in accordance with procedures used by the Research Division of the National Education Association and adapted to California through a two year study conducted in cooperation with the University of Southern California.

The sample design was based upon stratification of the population into three classifications.

*Geographic Location.* The total population was divided into three geographical areas. These were based on CTA Section divisions. The first of these regions was Southern Section containing nine counties. These were Imperial, Inyo, Los Angeles, Orange, Riverside, San Bernardino, San Diego, Santa Barbara, and Ventura counties. A second region was Bay Section containing 13 counties. Counties in the Bay Section were Alameda, Contra Costa, Lake, Marin, Napa, San Francisco, San Joaquin, San Mateo, Santa Clara, Solano, Sonoma, Stanislaus, and Tuolumne. The third region consisted of the four remaining CTA Sections and the counties contained within these sections.

*Size of School District.* Using apportionment ADA for the 1964-65 school year, school districts in each of the three geographical areas were divided into size ranges. Five size ranges were selected as follows: districts below 250 ADA, districts with 250-8,499 ADA, districts with 8,500-16,749 ADA, districts with 16,750-24,999 ADA, and those with ADA over 25,000.

*Type of Assignment.* The third criteria used for selection of the sample was type of assignment held by certificated personnel in the State. Five classifications were established, namely: elementary teachers, high school teachers, junior college teachers, school district administrators, and county office personnel.

The entire population, now broken into 63 sub-divisions, was divided into percentages proportionate to the ADA within each geographical area and to the number of personnel reported by the State Department of Education for each type of assignment. These percentages appear in Table III.

Based on previous investigations conducted with the University of Southern California it was determined that a sample of 2,400 would be adequate for the purposes of this study and insure accurate state-wide information.

A random sampling technique was then used within each cell to select the 2,400 certificated personnel to be used in the study. (The breakdown of the sample obtained appears in Table IV. [page 17].)

TABLE III  
BREAKDOWN OF POPULATION BY PERCENTAGES

| Level                                     | Southern<br>Section | Bay<br>Section | Other<br>Sections | Total  |
|---|---------------------|----------------|-------------------|--------|
| <b>ELEMENTARY</b>                         |                     |                |                   |        |
| Below 250                                 | 0.13                | 0.29           | 0.83              | 1.25   |
| 250-8,499                                 | 8.71                | 6.63           | 8.21              | 23.55  |
| 8,500-16,749                              | 4.04                | 2.38           | 0.54              | 6.96   |
| 16,750-24,999                             | 2.63                | 0.71           | 0.17              | 3.51   |
| Over 25,000                               | 11.87               | 4.04           | 1.00              | 16.91  |
| Total Elementary                          | 27.38               | 14.05          | 10.75             | 52.18  |
| <b>HIGH SCHOOL</b>                        |                     |                |                   |        |
| Below 250                                 | 0.4                 | 0.04           | 0.13              | 0.21   |
| 250-8,499                                 | 7.83                | 4.75           | 3.38              | 15.96  |
| 8,500-16,749                              | 3.00                | 2.29           | 1.63              | 6.92   |
| 16,750-24,999                             | 1.67                | 0.54           | 0.54              | 2.75   |
| Over 25,000                               | 6.17                | 1.13           | 0.00              | 7.30   |
| Total High School                         | 18.71               | 8.75           | 5.68              | 33.14  |
| <b>JUNIOR COLLEGE</b>                     |                     |                |                   |        |
| Below 250                                 | 0.04                | 0.00           | 0.00              | 0.04   |
| 250-8,499                                 | 1.42                | 1.08           | 0.50              | 3.00   |
| 8,500-16,749                              | 0.25                | 0.04           | 0.08              | 0.37   |
| 16,750-24,999                             | 0.00                | 0.00           | 0.00              | 0.00   |
| Over 25,000                               | 0.63                | - 0.00         | 0.00              | 0.63   |
| Total Junior College                      | 2.34                | 1.12           | 0.58              | 4.04   |
| <b>DISTRICT ADMINISTRATORS</b>            |                     |                |                   |        |
| Below 250                                 | 0.00                | 0.04           | 0.13              | 0.13   |
| 250-8,499                                 | 2.13                | 1.17           | 1.21              | 4.51   |
| 8,500-16,749                              | 1.04                | 0.46           | 0.04              | 1.54   |
| 16,750-24,999                             | 0.54                | 0.29           | 0.04              | 0.87   |
| Over 25,000                               | 2.00                | 0.83           | 0.21              | 3.04   |
| Total District Administrators             | 5.71                | 2.79           | 1.63              | 10.13  |
| COUNTY OFFICE STAFF                       | 0.17                | 0.17           | 0.21              | 0.55   |
| TOTAL CERTIFICATED PERSONNEL (All Levels) | 54.31               | 26.88          | 18.85             | 100.04 |



**TABLE IV**  
**ACTUAL SAMPLE USED**

| Level  | Southern<br>Section | Bay<br>Section | Other<br>Sections | Total        |
|--|---------------------|----------------|-------------------|--------------|
| <b>ELEMENTARY</b>                            |                     |                |                   |              |
| Below 250                                    | 3                   | 7              | 20                | 30           |
| 250-8,499                                    | 209                 | 159            | 197               | 565          |
| 8,500-16,749                                 | 97                  | 57             | 13                | 167          |
| 16,750-24,999                                | 63                  | 17             | 4                 | 84           |
| Over 25,000                                  | 285                 | 97             | 24                | 406          |
| <b>Total Elementary</b>                      | <b>657</b>          | <b>337</b>     | <b>258</b>        | <b>1,252</b> |
| <b>HIGH SCHOOL</b>                           |                     |                |                   |              |
| Below 250                                    | 1                   | 1              | 3                 | 5            |
| 250-8,499                                    | 188                 | 114            | 81                | 383          |
| 8,500-16,749                                 | 72                  | 55             | 39                | 166          |
| 16,750-24,999                                | 40                  | 13             | 13                | 66           |
| Over 25,000                                  | 148                 | 27             | 0                 | 175          |
| <b>Total High School</b>                     | <b>449</b>          | <b>210</b>     | <b>136</b>        | <b>795</b>   |
| <b>JUNIOR COLLEGE</b>                        |                     |                |                   |              |
| Below 250                                    | 1                   | 0              | 0                 | 1            |
| 250-8,499                                    | 34                  | 26             | 12                | 72           |
| 8,500-16,749                                 | 6                   | 1              | 2                 | 9            |
| 16,750-24,999                                | 0                   | 0              | 0                 | 0            |
| Over 25,000                                  | 15                  | 0              | 0                 | 15           |
| <b>Total Junior College</b>                  | <b>56</b>           | <b>27</b>      | <b>14</b>         | <b>97</b>    |
| <b>DISTRICT ADMINISTRATORS</b>               |                     |                |                   |              |
| Below 250                                    | 0                   | 1              | 3                 | 4            |
| 250-8,499                                    | 51                  | 28             | 29                | 108          |
| 8,500-16,749                                 | 25                  | 11             | 1                 | 37           |
| 16,750-24,999                                | 13                  | 7              | 1                 | 21           |
| Over 25,000                                  | 48                  | 20             | 5                 | 73           |
| <b>Total District Administrators</b>         | <b>137</b>          | <b>67</b>      | <b>39</b>         | <b>243</b>   |
| <b>COUNTY OFFICE STAFF</b>                   | <b>4</b>            | <b>4</b>       | <b>5</b>          | <b>13</b>    |
| <b>TOTAL CERTIFICATED STAFF (all Levels)</b> | <b>1,303</b>        | <b>645</b>     | <b>452</b>        | <b>2,400</b> |



Names were obtained from district and county directories and from faculty lists. The sample represented all certificated personnel in California and was not confined to members of the California Teachers Association.

The high response rates achieved were accomplished through careful planning, effective control of mailing lists, appropriate processing of incoming questionnaires, effective initial contact letters, and effective follow-up procedures.

# APPENDIX A

## RESPONSES ACCORDING TO DEGREE HELD

| TEACHING METHODS    |     |     |
|---------------------|-----|-----|
| Responses*          | BA  | MA  |
| Extremely Important | 616 | 307 |
| Some Importance     | 535 | 266 |
| No Importance       | 110 | 42  |
| Not Significant     |     |     |

| PSYCHOLOGY OF LEARNING   |     |     |
|--------------------------|-----|-----|
| Responses*               | BA  | MA  |
| Extremely Important      | 492 | 277 |
| Some Importance          | 656 | 290 |
| No Importance            | 94  | 53  |
| Significant at .05 Level |     |     |

| PHILOSOPHY OF EDUCATION   |     |     |
|---------------------------|-----|-----|
| Responses*                | BA  | MA  |
| Extremely Important       | 157 | 113 |
| Some Importance           | 575 | 287 |
| No Importance             | 454 | 192 |
| Significant at .005 Level |     |     |

| A-V EQUIPMENT & MATERIALS |     |     |
|---------------------------|-----|-----|
| Responses*                | BA  | MA  |
| Extremely Important       | 505 | 212 |
| Some Importance           | 518 | 277 |
| No Importance             | 138 | 62  |
| Significant at .10 Level  |     |     |

| GROWTH AND DEVELOPMENT |     |     |
|------------------------|-----|-----|
| Responses*             | BA  | MA  |
| Extremely Important    | 474 | 240 |
| Some Importance        | 644 | 282 |
| No Importance          | 94  | 58  |
| Not Significant        |     |     |

| TEACHING MAJOR(S)         |     |     |
|---------------------------|-----|-----|
| Responses*                | BA  | MA  |
| Extremely Important       | 717 | 446 |
| Some Importance           | 347 | 125 |
| No Importance             | 67  | 20  |
| Significant at .005 Level |     |     |

\* The responses apply to the feelings a teacher had before his first teaching assignment about the relative importance of the courses in each area for coping with the practical problems of the *first year teacher*.

| TEACHING MINOR(S)         |     |     |
|---------------------------|-----|-----|
| Responses*                | BA  | MA  |
| Extremely Important       | 448 | 322 |
| Some Importance           | 438 | 202 |
| No Importance             | 119 | 51  |
| Significant at .005 Level |     |     |

# RESPONSES ACCORDING TO TOTAL YEARS TEACHING EXPERIENCE

| TEACHING METHODS          |     |        |
|---------------------------|-----|--------|
| Responses*                | 1-5 | 6-Over |
| Extremely Important       | 273 | 684    |
| Some Importance           | 289 | 529    |
| No Importance             | 64  | 92     |
| Significant at .005 Level |     |        |

| PSYCHOLOGY OF LEARNING    |     |        |
|---------------------------|-----|--------|
| Responses*                | 1-5 | 6-Over |
| Extremely Important       | 213 | 589    |
| Some Importance           | 344 | 621    |
| No Importance             | 59  | 92     |
| Significant at .005 Level |     |        |

| PHILOSOPHY OF EDUCATION   |     |        |
|---------------------------|-----|--------|
| Responses*                | 1-5 | 6-Over |
| Extremely Important       | 56  | 234    |
| Some Importance           | 272 | 609    |
| No Importance             | 244 | 412    |
| Significant at .005 Level |     |        |

| A-V EQUIPMENT & MATERIALS |     |        |
|---------------------------|-----|--------|
| Responses*                | 1-5 | 6-Over |
| Extremely Important       | 211 | 526    |
| Some Importance           | 299 | 521    |
| No Importance             | 77  | 127    |
| Significant at .005 Level |     |        |

| GROWTH AND DEVELOPMENT    |     |        |
|---------------------------|-----|--------|
| Responses*                | 1-5 | 6-Over |
| Extremely Important       | 208 | 534    |
| Some Importance           | 319 | 625    |
| No Importance             | 62  | 92     |
| Significant at .005 Level |     |        |

| TEACHING MAJOR(S)   |     |        |
|---------------------|-----|--------|
| Responses*          | 1-5 | 6-Over |
| Extremely Important | 374 | 816    |
| Some Importance     | 153 | 331    |
| No Importance       | 29  | 61     |
| Not Significant     |     |        |

\* The responses apply to the feelings a teacher had before his first teaching assignment about the relative importance of the courses in each area for coping with the practical problems of the *first year teacher*.

| TEACHING MINOR(S)   |     |        |
|---------------------|-----|--------|
| Responses*          | 1-5 | 6-Over |
| Extremely Important | 240 | 549    |
| Some Importance     | 186 | 472    |
| No Importance       | 60  | 115    |
| Not Significant     |     |        |

## RESPONSES ACCORDING TO TOTAL YEARS TEACHING EXPERIENCE

| TEACHING METHODS          |     |         |
|---------------------------|-----|---------|
| Responses*                | 1-2 | Over 15 |
| Extremely Important       | 123 | 327     |
| Some Importance           | 126 | 195     |
| No Importance             | 23  | 28      |
| Significant at .005 Level |     |         |

| PSYCHOLOGY OF LEARNING    |     |         |
|---------------------------|-----|---------|
| Responses*                | 1-2 | Over 15 |
| Extremely Important       | 92  | 275     |
| Some Importance           | 151 | 241     |
| No Importance             | 22  | 28      |
| Significant at .005 Level |     |         |

| PHILOSOPHY OF EDUCATION   |     |         |
|---------------------------|-----|---------|
| Responses*                | 1-2 | Over 15 |
| Extremely Important       | 25  | 130     |
| Some Importance           | 120 | 266     |
| No Importance             | 106 | 132     |
| Significant at .005 Level |     |         |

| A-V EQUIPMENT & MATERIALS |     |         |
|---------------------------|-----|---------|
| Responses*                | 1-2 | Over 15 |
| Extremely Important       | 87  | 226     |
| Some Importance           | 122 | 193     |
| No Importance             | 42  | 29      |
| Significant at .005 Level |     |         |

| GROWTH AND DEVELOPMENT    |     |         |
|---------------------------|-----|---------|
| Responses*                | 1-2 | Over 15 |
| Extremely Important       | 88  | 249     |
| Some Importance           | 140 | 241     |
| No Importance             | 28  | 23      |
| Significant at .005 Level |     |         |

| TEACHING MAJOR(S)   |     |         |
|---------------------|-----|---------|
| Responses*          | 1-2 | Over 15 |
| Extremely Important | 151 | 355     |
| Some Importance     | 73  | 129     |
| No Importance       | 16  | 31      |
| Not Significant     |     |         |

\* The responses apply to the feelings a teacher had before his first teaching assignment about the relative importance of the courses in each area for coping with the practical problems of the *first year teacher*.

| TEACHING MINOR(S)   |     |         |
|---------------------|-----|---------|
| Responses*          | 1-2 | Over 15 |
| Extremely Important | 100 | 240     |
| Some Importance     | 84  | 209     |
| No Importance       | 27  | 47      |
| Not Significant     |     |         |

# RESPONSES ACCORDING TO TOTAL YEARS TEACHING EXPERIENCE

| TEACHING METHODS          |     |         |
|---------------------------|-----|---------|
| Responses*                | 3-5 | Over 15 |
| Extremely Important       | 150 | 327     |
| Some Importance           | 163 | 195     |
| No Importance             | 41  | 28      |
| Significant at .005 Level |     |         |

| PSYCHOLOGY OF LEARNING    |     |         |
|---------------------------|-----|---------|
| Responses*                | 3-5 | Over 15 |
| Extremely Important       | 121 | 275     |
| Some Importance           | 193 | 241     |
| No Importance             | 37  | 28      |
| Significant at .005 Level |     |         |

| PHILOSOPHY OF EDUCATION   |     |         |
|---------------------------|-----|---------|
| Responses*                | 3-5 | Over 15 |
| Extremely Important       | 31  | 130     |
| Some Importance           | 152 | 266     |
| No Importance             | 138 | 132     |
| Significant at .005 Level |     |         |

| A-V EQUIPMENT & MATERIALS |     |         |
|---------------------------|-----|---------|
| Responses*                | 3-5 | Over 15 |
| Extremely Important       | 124 | 226     |
| Some Importance           | 177 | 193     |
| No Importance             | 35  | 29      |
| Significant at .005 Level |     |         |

| GROWTH AND DEVELOPMENT    |     |         |
|---------------------------|-----|---------|
| Responses*                | 3-5 | Over 15 |
| Extremely Important       | 120 | 249     |
| Some Importance           | 179 | 241     |
| No Importance             | 34  | 23      |
| Significant at .005 Level |     |         |

| TEACHING MAJOR(S)   |     |         |
|---------------------|-----|---------|
| Responses*          | 3-5 | Over 15 |
| Extremely Important | 223 | 355     |
| Some Importance     | 80  | 129     |
| No Importance       | 13  | 31      |
| Not Significant     |     |         |

\* The responses apply to the feelings a teacher had before his first teaching assignment about the relative importance of the courses in each area for coping with the practical problems of the *first year teacher*.

| TEACHING MINOR(S)   |     |         |
|---------------------|-----|---------|
| Responses*          | 3-5 | Over 15 |
| Extremely Important | 140 | 240     |
| Some Importance     | 102 | 209     |
| No Importance       | 33  | 47      |
| Not Significant     |     |         |



# RESPONSES ACCORDING TO GRADE LEVEL TAUGHT

| TEACHING METHODS         |     |     |
|--------------------------|-----|-----|
| Responses*               | K-3 | 4-6 |
| Extremely Important      | 246 | 185 |
| Some Importance          | 171 | 177 |
| No Importance            | 28  | 30  |
| Significant at .10 Level |     |     |

| PSYCHOLOGY OF LEARNING   |     |     |
|--------------------------|-----|-----|
| Responses*               | K-3 | 4-6 |
| Extremely Important      | 223 | 168 |
| Some Importance          | 199 | 190 |
| No Importance            | 16  | 24  |
| Significant at .05 Level |     |     |

| PHILOSOPHY OF EDUCATION |     |     |
|-------------------------|-----|-----|
| Responses*              | K-3 | 4-6 |
| Extremely Important     | 74  | 55  |
| Some Importance         | 210 | 175 |
| No Importance           | 133 | 134 |
| Not Significant         |     |     |

| A-V EQUIPMENT & MATERIALS |     |     |
|---------------------------|-----|-----|
| Responses*                | K-3 | 4-6 |
| Extremely Important       | 219 | 172 |
| Some Importance           | 157 | 50  |
| No Importance             | 27  | 40  |
| Significant at .005 Level |     |     |

| GROWTH AND DEVELOPMENT   |     |     |
|--------------------------|-----|-----|
| Responses*               | K-3 | 4-6 |
| Extremely Important      | 229 | 165 |
| Some Importance          | 201 | 200 |
| No Importance            | 7   | 15  |
| Significant at .10 Level |     |     |

| TEACHING MAJOR(S)        |     |     |
|--------------------------|-----|-----|
| Responses*               | K-3 | 4-6 |
| Extremely Important      | 199 | 148 |
| Some Importance          | 142 | 148 |
| No Importance            | 35  | 24  |
| Significant at .10 Level |     |     |

\* The responses apply to the feelings a teacher had before his first teaching assignment about the relative importance of the courses in each area for coping with the practical problems of the *first year teacher*.

| TEACHING MINOR(S)   |     |     |
|---------------------|-----|-----|
| Responses*          | K-3 | 4-6 |
| Extremely Important | 102 | 95  |
| Some Importance     | 169 | 160 |
| No Importance       | 50  | 36  |
| Not Significant     |     |     |

# RESPONSES ACCORDING TO GRADE LEVEL TAUGHT

| TEACHING METHODS          |     |      |
|---------------------------|-----|------|
| Responses*                | K-6 | 7-12 |
| Extremely Important       | 431 | 244  |
| Some Importance           | 348 | 289  |
| No Importance             | 58  | 63   |
| Significant at .005 Level |     |      |

| PSYCHOLOGY OF LEARNING    |     |      |
|---------------------------|-----|------|
| Responses*                | K-6 | 7-12 |
| Extremely Important       | 391 | 180  |
| Some Importance           | 389 | 331  |
| No Importance             | 40  | 83   |
| Significant at .005 Level |     |      |

| PHILOSOPHY OF EDUCATION   |     |      |
|---------------------------|-----|------|
| Responses*                | K-6 | 7-12 |
| Extremely Important       | 129 | 62   |
| Some Importance           | 385 | 265  |
| No Importance             | 267 | 239  |
| Significant at .005 Level |     |      |

| A-V EQUIPMENT & MATERIALS |     |      |
|---------------------------|-----|------|
| Responses*                | K-6 | 7-12 |
| Extremely Important       | 391 | 177  |
| Some Importance           | 307 | 278  |
| No Importance             | 67  | 90   |
| Significant at .005 Level |     |      |

| GROWTH AND DEVELOPMENT    |     |      |
|---------------------------|-----|------|
| Responses*                | K-6 | 7-12 |
| Extremely Important       | 394 | 154  |
| Some Importance           | 401 | 311  |
| No Importance             | 22  | 89   |
| Significant at .005 Level |     |      |

| TEACHING MAJOR(S)         |     |      |
|---------------------------|-----|------|
| Responses*                | K-6 | 7-12 |
| Extremely Important       | 347 | 478  |
| Some Importance           | 290 | 96   |
| No Importance             | 59  | 15   |
| Significant at .005 Level |     |      |

\* The responses apply to the feelings a teacher had before his first teaching assignment about the relative importance of the courses in each area for coping with the practical problems of the *first year teacher*.

| TEACHING MINOR(S)         |     |      |
|---------------------------|-----|------|
| Responses*                | K-6 | 7-12 |
| Extremely Important       | 197 | 835  |
| Some Importance           | 329 | 167  |
| No Importance             | 86  | 45   |
| Significant at .005 Level |     |      |

# RESPONSES ACCORDING TO GRADE LEVEL TAUGHT

| TEACHING METHODS          |     |       |
|---------------------------|-----|-------|
| Responses*                | K-6 | 13-14 |
| Extremely Important       | 431 | 91    |
| Some Importance           | 348 | 104   |
| No Importance             | 58  | 26    |
| Significant at .005 Level |     |       |

| PSYCHOLOGY OF LEARNING    |     |       |
|---------------------------|-----|-------|
| Responses*                | K-6 | 13-14 |
| Extremely Important       | 391 | 71    |
| Some Importance           | 389 | 137   |
| No Importance             | 40  | 17    |
| Significant at .005 Level |     |       |

| PHILOSOPHY OF EDUCATION  |     |       |
|--------------------------|-----|-------|
| Responses*               | K-6 | 13-14 |
| Extremely Important      | 129 | 23    |
| Some Importance          | 385 | 105   |
| No Importance            | 267 | 88    |
| Significant at .10 Level |     |       |

| A-V EQUIPMENT & MATERIALS |     |       |
|---------------------------|-----|-------|
| Responses*                | K-6 | 13-14 |
| Extremely Important       | 391 | 60    |
| Some Importance           | 307 | 113   |
| No Importance             | 67  | 31    |
| Significant at .005 Level |     |       |

| GROWTH AND DEVELOPMENT    |     |       |
|---------------------------|-----|-------|
| Responses*                | K-6 | 13-14 |
| Extremely Important       | 394 | 50    |
| Some Importance           | 401 | 121   |
| No Importance             | 22  | 29    |
| Significant at .005 Level |     |       |

| TEACHING MAJOR(S)         |     |       |
|---------------------------|-----|-------|
| Responses*                | K-6 | 13-14 |
| Extremely Important       | 347 | 195   |
| Some Importance           | 290 | 26    |
| No Importance             | 59  | 5     |
| Significant at .005 Level |     |       |

\* The responses apply to the feelings a teacher had before his first teaching assignment about the relative importance of the courses in each area for coping with the practical problems of the *first year teacher*.

| TEACHING MINOR(S)         |     |       |
|---------------------------|-----|-------|
| Responses*                | K-6 | 13-14 |
| Extremely Important       | 197 | 134   |
| Some Importance           | 329 | 60    |
| No Importance             | 86  | 20    |
| Significant at .005 Level |     |       |

# RESPONSES ACCORDING TO GRADE LEVEL TAUGHT

| TEACHING METHODS    |     |      |
|---------------------|-----|------|
| Responses*          | 7-9 | 9-12 |
| Extremely Important | 48  | 196  |
| Some Importance     | 59  | 230  |
| No Importance       | 10  | 53   |
| Not Significant     |     |      |

| PSYCHOLOGY OF LEARNING |     |      |
|------------------------|-----|------|
| Responses*             | 7-9 | 9-12 |
| Extremely Important    | 34  | 146  |
| Some Importance        | 70  | 261  |
| No Importance          | 12  | 71   |
| Not Significant        |     |      |

| PHILOSOPHY OF EDUCATION |     |      |
|-------------------------|-----|------|
| Responses*              | 7-9 | 9-12 |
| Extremely Important     | 12  | 50   |
| Some Importance         | 48  | 217  |
| No Importance           | 52  | 187  |
| Not Significant         |     |      |

| A-V EQUIPMENT & MATERIALS |     |      |
|---------------------------|-----|------|
| Responses*                | 7-9 | 9-12 |
| Extremely Important       | 45  | 132  |
| Some Importance           | 55  | 223  |
| No Importance             | 9   | 81   |
| Significant at .10 Level  |     |      |

| GROWTH AND DEVELOPMENT |     |      |
|------------------------|-----|------|
| Responses*             | 7-9 | 9-12 |
| Extremely Important    | 31  | 123  |
| Some Importance        | 64  | 247  |
| No Importance          | 14  | 75   |
| Not Significant        |     |      |

| TEACHING MAJOR(S)         |     |      |
|---------------------------|-----|------|
| Responses*                | 7-9 | 9-12 |
| Extremely Important       | 67  | 411  |
| Some Importance           | 32  | 64   |
| No Importance             | 6   | 9    |
| Significant at .005 Level |     |      |

\* The responses apply to the feelings a teacher had before his first teaching assignment about the relative importance of the courses in each area for coping with the practical problems of the *first year teacher*.

| TEACHING MINOR(S)        |     |      |
|--------------------------|-----|------|
| Responses*               | 7-9 | 9-12 |
| Extremely Important      | 50  | 285  |
| Some Importance          | 37  | 130  |
| No Importance            | 12  | 33   |
| Significant at .05 Level |     |      |

# RESPONSES ACCORDING TO GRADE LEVEL TAUGHT

| TEACHING METHODS    |      |       |
|---------------------|------|-------|
| Responses*          | 9-12 | 13-14 |
| Extremely Important | 196  | 91    |
| Some Importance     | 230  | 104   |
| No Importance       | 53   | 26    |
| Not Significant     |      |       |

| PSYCHOLOGY OF LEARNING   |      |       |
|--------------------------|------|-------|
| Responses*               | 9-12 | 13-14 |
| Extremely Important      | 146  | 71    |
| Some Importance          | 261  | 137   |
| No Importance            | 71   | 17    |
| Significant at .05 Level |      |       |

| PHILOSOPHY OF EDUCATION |      |       |
|-------------------------|------|-------|
| Responses*              | 9-12 | 13-14 |
| Extremely Important     | 50   | 23    |
| Some Importance         | 217  | 105   |
| No Importance           | 187  | 88    |
| Not Significant         |      |       |

| A-V EQUIPMENT & MATERIALS |      |       |
|---------------------------|------|-------|
| Responses*                | 9-12 | 13-14 |
| Extremely Important       | 132  | 60    |
| Some Importance           | 223  | 113   |
| No Importance             | 81   | 31    |
| Not Significant           |      |       |

| GROWTH AND DEVELOPMENT |      |       |
|------------------------|------|-------|
| Responses*             | 9-12 | 13-14 |
| Extremely Important    | 123  | 50    |
| Some Importance        | 247  | 121   |
| No Importance          | 75   | 29    |
| Not Significant        |      |       |

| TEACHING MAJOR(S)   |      |       |
|---------------------|------|-------|
| Responses*          | 9-12 | 13-14 |
| Extremely Important | 411  | 195   |
| Some Importance     | 64   | 26    |
| No Importance       | 9    | 5     |
| Not Significant     |      |       |

\* The responses apply to the feelings a teacher had before his first teaching assignment about the relative importance of the courses in each area for coping with the practical problems of the *first year teacher*.

| TEACHING MINOR(S)   |      |       |
|---------------------|------|-------|
| Responses*          | 9-12 | 13-14 |
| Extremely Important | 285  | 134   |
| Some Importance     | 130  | 60    |
| No Importance       | 33   | 20    |
| Not Significant     |      |       |



# APPENDIX B

## RESPONSES ACCORDING TO DEGREE HELD

| TEACHING METHODS |     |     |
|------------------|-----|-----|
| Responses*       | BA  | MA  |
| None             | 91  | 44  |
| Moderately       | 441 | 212 |
| Considerable     | 379 | 186 |
| Very Greatly     | 346 | 178 |
| Do Not Know      | 14  | 7   |
| Not Significant  |     |     |

| PSYCHOLOGY OF LEARNING   |     |     |
|--------------------------|-----|-----|
| Responses*               | BA  | MA  |
| None                     | 84  | 42  |
| Moderately               | 507 | 213 |
| Considerably             | 397 | 187 |
| Very Greatly             | 243 | 179 |
| Do Not Know              | 25  | 7   |
| Significant at .01 level |     |     |

| PHILOSOPHY OF EDUCATION   |     |     |
|---------------------------|-----|-----|
| Responses*                | BA  | MA  |
| None                      | 309 | 137 |
| Moderately                | 578 | 262 |
| Considerably              | 192 | 108 |
| Very Greatly              | 91  | 82  |
| Do Not Know               | 51  | 20  |
| Significant at .005 level |     |     |

| A-V EQUIPMENT & MATERIALS |     |     |
|---------------------------|-----|-----|
| Responses*                | BA  | MA  |
| None                      | 139 | 81  |
| Moderately                | 425 | 246 |
| Considerably              | 377 | 139 |
| Very Greatly              | 245 | 114 |
| Do Not Know               | 19  | 15  |
| Significant at .025 level |     |     |

| GROWTH AND DEVELOPMENT    |     |     |
|---------------------------|-----|-----|
| Responses*                | BA  | MA  |
| None                      | 71  | 47  |
| Moderately                | 463 | 212 |
| Considerably              | 419 | 172 |
| Very Greatly              | 224 | 158 |
| Do Not Know               | 35  | 23  |
| Significant at .025 level |     |     |

| TEACHING MAJORS(S)        |     |     |
|---------------------------|-----|-----|
| Responses*                | BA  | MA  |
| None                      | 49  | 15  |
| Moderately                | 204 | 64  |
| Considerably              | 292 | 119 |
| Very Greatly              | 556 | 393 |
| Do Not Know               | 70  | 12  |
| Significant at .005 level |     |     |

\* The responses apply to courses in education taken prior to first teaching assignment and the degree to which courses in each area have contributed in terms of his total career to the teachers adjustment to teaching and to his professional development as an educator.

| TEACHING MINOR(S)         |     |     |
|---------------------------|-----|-----|
| Responses*                | BA  | MA  |
| None                      | 102 | 39  |
| Moderately                | 239 | 106 |
| Considerably              | 322 | 155 |
| Very Greatly              | 330 | 272 |
| Do Not Know               | 97  | 17  |
| Significant at .005 level |     |     |

# **RESPONSES ACCORDING TO GRADE LEVEL TAUGHT**

| <b>TEACHING METHODS</b>          |            |            |
|----------------------------------|------------|------------|
| <b>Responses*</b>                | <b>K-3</b> | <b>4-6</b> |
| None                             | 21         | 24         |
| Moderately                       | 137        | 154        |
| Considerably                     | 139        | 125        |
| Very Greatly                     | 145        | 90         |
| Do Not Know                      | 1          | 4          |
| <b>Significant at .025 level</b> |            |            |

| <b>PSYCHOLOGY OF LEARNING</b> |            |            |
|-------------------------------|------------|------------|
| <b>Responses*</b>             | <b>K-3</b> | <b>4-6</b> |
| None                          | 14         | 23         |
| Moderately                    | 152        | 146        |
| Considerably                  | 140        | 132        |
| Very Greatly                  | 121        | 86         |
| Do Not Know                   | 9          | 7          |
| <b>Not Significant</b>        |            |            |

| <b>PHILOSOPHY OF EDUCATION</b> |            |            |
|--------------------------------|------------|------------|
| <b>Responses*</b>              | <b>K-3</b> | <b>4-6</b> |
| None                           | 87         | 93         |
| Moderately                     | 198        | 177        |
| Considerably                   | 73         | 64         |
| Very Greatly                   | 43         | 31         |
| Do Not Know                    | 22         | 17         |
| <b>Not Significant</b>         |            |            |

| <b>A-V EQUIPMENT &amp; MATERIALS</b> |            |            |
|--------------------------------------|------------|------------|
| <b>Responses*</b>                    | <b>K-3</b> | <b>4-6</b> |
| None                                 | 31         | 41         |
| Moderately                           | 128        | 119        |
| Considerably                         | 133        | 122        |
| Very Greatly                         | 117        | 89         |
| Do Not Know                          | 3          | 10         |
| <b>Not Significant</b>               |            |            |

| <b>GROWTH AND DEVELOPMENT</b> |            |            |
|-------------------------------|------------|------------|
| <b>Responses*</b>             | <b>K-3</b> | <b>4-6</b> |
| None                          | 11         | 13         |
| Moderately                    | 138        | 138        |
| Considerably                  | 163        | 135        |
| Very Greatly                  | 109        | 90         |
| Do Not Know                   | 9          | 7          |
| <b>Not Significant</b>        |            |            |

| <b>TEACHING MAJOR(S)</b> |            |            |
|--------------------------|------------|------------|
| <b>Responses*</b>        | <b>K-3</b> | <b>4-6</b> |
| None                     | 17         | 23         |
| Moderately               | 84         | 89         |
| Considerably             | 117        | 101        |
| Very Greatly             | 134        | 108        |
| Do Not Know              | 39         | 28         |
| <b>Not Significant</b>   |            |            |

\*The responses apply to courses in education taken prior to first teaching assignment and the degree to which courses in each area have contributed in terms of his total career to the teachers adjustment to teaching and to his professional development as an educator.

| <b>TEACHING MINOR(S)</b> |            |            |
|--------------------------|------------|------------|
| <b>Responses*</b>        | <b>K-3</b> | <b>4-6</b> |
| None                     | 34         | 29         |
| Moderately               | 88         | 86         |
| Considerably             | 113        | 105        |
| Very Greatly             | 79         | 71         |
| Do Not Know              | 44         | 33         |
| <b>Not Significant</b>   |            |            |

# **RESPONSES ACCORDING TO GRADE LEVEL TAUGHT**

| <b>TEACHING METHODS</b>         |            |             |
|---------------------------------|------------|-------------|
| <b>Responses*</b>               | <b>K-6</b> | <b>7-12</b> |
| None                            | 45         | 61          |
| Moderately                      | 291        | 231         |
| Considerably                    | 264        | 163         |
| Very Greatly                    | 235        | 142         |
| Do Not Know                     | 5          | 7           |
| <b>Significant at .01 level</b> |            |             |

| <b>PSYCHOLOGY OF LEARNING</b>    |            |             |
|----------------------------------|------------|-------------|
| <b>Responses*</b>                | <b>K-6</b> | <b>7-12</b> |
| None                             | 37         | 60          |
| Moderately                       | 298        | 265         |
| Considerably                     | 272        | 173         |
| Very Greatly                     | 207        | 89          |
| Do Not Know                      | 16         | 12          |
| <b>Significant at .005 level</b> |            |             |

| <b>PHILOSOPHY OF EDUCATION</b>   |            |             |
|----------------------------------|------------|-------------|
| <b>Responses*</b>                | <b>K-6</b> | <b>7-12</b> |
| None                             | 180        | 171         |
| Moderately                       | 375        | 274         |
| Considerably                     | 137        | 69          |
| Very Greatly                     | 74         | 43          |
| Do Not Know                      | 39         | 23          |
| <b>Significant at .005 level</b> |            |             |

| <b>A-V EQUIPMENT &amp; MATERIALS</b> |            |             |
|--------------------------------------|------------|-------------|
| <b>Responses*</b>                    | <b>K-6</b> | <b>7-12</b> |
| None                                 | 72         | 94          |
| Moderately                           | 247        | 241         |
| Considerably                         | 255        | 151         |
| Very Greatly                         | 206        | 75          |
| Do Not Know                          | 13         | 11          |
| <b>Significant at .005 level</b>     |            |             |

| <b>GROWTH AND DEVELOPMENT</b>    |            |             |
|----------------------------------|------------|-------------|
| <b>Responses*</b>                | <b>K-6</b> | <b>7-12</b> |
| None                             | 24         | 66          |
| Moderately                       | 276        | 248         |
| Considerably                     | 298        | 395         |
| Very Greatly                     | 199        | 84          |
| Do Not Know                      | 16         | 30          |
| <b>Significant at .005 level</b> |            |             |

| <b>TEACHING MAJOR(S)</b>         |            |             |
|----------------------------------|------------|-------------|
| <b>Responses*</b>                | <b>K-6</b> | <b>7-12</b> |
| None                             | 40         | 15          |
| Moderately                       | 173        | 45          |
| Considerably                     | 218        | 111         |
| Very Greatly                     | 242        | 414         |
| Do Not Know                      | 67         | 13          |
| <b>Significant at .005 level</b> |            |             |

\*The responses apply to courses in education taken prior to first teaching assignment and the degree to which courses in each area have contributed in terms of his total career to the teachers adjustment to teaching and to his professional development as an educator.

| <b>TEACHING MINOR(S)</b>         |            |             |
|----------------------------------|------------|-------------|
| <b>Responses*</b>                | <b>K-6</b> | <b>7-12</b> |
| None                             | 63         | 43          |
| Moderately                       | 174        | 88          |
| Considerably                     | 218        | 148         |
| Very Greatly                     | 150        | 58          |
| Do Not Know                      | 77         | 28          |
| <b>Significant at .005 level</b> |            |             |

# RESPONSES ACCORDING TO GRADE LEVEL TAUGHT

| TEACHING METHODS          |     |       |
|---------------------------|-----|-------|
| Responses*                | K-6 | 13-14 |
| None                      | 45  | 26    |
| Moderately                | 291 | 88    |
| Considerably              | 264 | 63    |
| Very Greatly              | 235 | 50    |
| Do Not Know               | 5   | 2     |
| Significant at .005 level |     |       |

| PSYCHOLOGY OF LEARNING    |     |       |
|---------------------------|-----|-------|
| Responses*                | K-6 | 13-14 |
| None                      | 37  | 24    |
| Moderately                | 298 | 99    |
| Considerably              | 272 | 76    |
| Very Greatly              | 207 | 26    |
| Do Not Know               | 16  | 3     |
| Significant at .005 level |     |       |

| PHILOSOPHY OF EDUCATION  |     |       |
|--------------------------|-----|-------|
| Responses*               | K-6 | 13-14 |
| None                     | 180 | 63    |
| Moderately               | 375 | 112   |
| Considerably             | 137 | 28    |
| Very Greatly             | 74  | 14    |
| Do Not Know              | 39  | 6     |
| Significant at .10 level |     |       |

| A-V EQUIPMENT & MATERIALS |     |       |
|---------------------------|-----|-------|
| Responses*                | K-6 | 13-14 |
| None                      | 72  | 41    |
| Moderately                | 247 | 96    |
| Considerably              | 255 | 46    |
| Very Greatly              | 206 | 37    |
| Do Not Know               | 13  | 6     |
| Significant at .005 level |     |       |

| GROWTH AND DEVELOPMENT    |     |       |
|---------------------------|-----|-------|
| Responses*                | K-6 | 13-14 |
| None                      | 24  | 23    |
| Moderately                | 276 | 82    |
| Considerably              | 298 | 74    |
| Very Greatly              | 199 | 26    |
| Do Not Know               | 16  | 10    |
| Significant at .005 level |     |       |

| TEACHING MAJOR(S)         |     |       |
|---------------------------|-----|-------|
| Responses*                | K-6 | 13-14 |
| None                      | 40  | 3     |
| Moderately                | 173 | 14    |
| Considerably              | 218 | 30    |
| Very Greatly              | 242 | 181   |
| Do Not Know               | 67  | 2     |
| Significant at .005 level |     |       |

\*The responses apply to courses in education taken prior to first teaching assignment and the degree to which courses in each area have contributed in terms of his total career to the teachers adjustment to teaching and to his professional development as an educator.

| TEACHING MINOR(S)         |     |       |
|---------------------------|-----|-------|
| Responses*                | K-6 | 13-14 |
| None                      | 63  | 19    |
| Moderately                | 174 | 29    |
| Considerably              | 218 | 52    |
| Very Greatly              | 150 | 115   |
| Do Not Know               | 77  | 7     |
| Significant at .005 level |     |       |



# RESPONSES ACCORDING TO GRADE LEVEL TAUGHT

| TEACHING METHODS |     |      |
|------------------|-----|------|
| Responses*       | 7-9 | 9-12 |
| None             | 10  | 51   |
| Moderately       | 48  | 183  |
| Considerably     | 31  | 132  |
| Very Greatly     | 29  | 113  |
| Do Not Know      | 2   | 5    |
| Not Significant  |     |      |

| PSYCHOLOGY OF LEARNING |     |      |
|------------------------|-----|------|
| Responses*             | 7-9 | 9-12 |
| None                   | 6   | 54   |
| Moderately             | 60  | 205  |
| Considerably           | 32  | 141  |
| Very Greatly           | 20  | 69   |
| Do Not Know            | 1   | 11   |
| Not Significant        |     |      |

| PHILOSOPHY OF EDUCATION |     |      |
|-------------------------|-----|------|
| Responses*              | 7-9 | 9-12 |
| None                    | 40  | 131  |
| Moderately              | 49  | 225  |
| Considerably            | 13  | 56   |
| Very Greatly            | 8   | 35   |
| Do Not Know             | 5   | 18   |
| Not Significant         |     |      |

| A-V EQUIPMENT & MATERIALS |     |      |
|---------------------------|-----|------|
| Responses*                | 7-9 | 9-12 |
| None                      | 10  | 84   |
| Moderately                | 41  | 200  |
| Considerably              | 35  | 116  |
| Very Greatly              | 22  | 53   |
| Do Not Know               | 1   | 10   |
| Significant at .05 level  |     |      |

| GROWTH AND DEVELOPMENT |     |      |
|------------------------|-----|------|
| Responses*             | 7-9 | 9-12 |
| None                   | 10  | 56   |
| Moderately             | 50  | 202  |
| Considerably           | 34  | 115  |
| Very Greatly           | 19  | 63   |
| Do Not Know            | 1   | 25   |
| Not Significant        |     |      |

| TEACHING MAJOR(S)         |     |      |
|---------------------------|-----|------|
| Responses*                | 7-9 | 9-12 |
| None                      | 4   | 11   |
| Moderately                | 16  | 29   |
| Considerably              | 33  | 78   |
| Very Greatly              | 54  | 360  |
| Do Not Know               | 6   | 7    |
| Significant at .005 level |     |      |

\*The responses apply to courses in education taken prior to first teaching assignment and the degree to which courses in each area have contributed in terms of his total career to the teachers adjustment to teaching and to his professional development as an educator.

| TEACHING MINOR(S)        |     |      |
|--------------------------|-----|------|
| Responses*               | 7-9 | 9-12 |
| None                     | 9   | 34   |
| Moderately               | 27  | 61   |
| Considerably             | 28  | 120  |
| Very Greatly             | 36  | 222  |
| Do Not Know              | 7   | 21   |
| Significant at .01 level |     |      |

# RESPONSES ACCORDING TO GRADE LEVEL TAUGHT

## TEACHING METHODS

| Responses*   | 9-12 | 13-14 |
|--------------|------|-------|
| None         | 51   | 26    |
| Moderately   | 183  | 88    |
| Considerably | 132  | 63    |
| Very Greatly | 113  | 50    |
| Do Not Know  | 5    | 2     |

Not Significant

## PHILOSOPHY OF EDUCATION

| Responses*   | 9-12 | 13-14 |
|--------------|------|-------|
| None         | 131  | 63    |
| Moderately   | 225  | 112   |
| Considerably | 56   | 28    |
| Very Greatly | 35   | 14    |
| Do Not Know  | 18   | 6     |

Not Significant

## GROWTH AND DEVELOPMENT

| Responses*   | 9-12 | 13-14 |
|--------------|------|-------|
| None         | 56   | 23    |
| Moderately   | 202  | 82    |
| Considerably | 115  | 74    |
| Very Greatly | 63   | 26    |
| Do Not Know  | 25   | 10    |

Not Significant

\*The responses apply to courses in education taken prior to first teaching assignment and the degree to which courses in each area have contributed in terms of his total career to the teachers adjustment to teaching and to his professional development as an educator.

## PSYCHOLOGY OF LEARNING

| Responses*   | 9-12 | 13-14 |
|--------------|------|-------|
| None         | 54   | 24    |
| Moderately   | 205  | 99    |
| Considerably | 141  | 76    |
| Very Greatly | 69   | 26    |
| Do Not Know  | 11   | 3     |

Not Significant

## A-V EQUIPMENT & MATERIALS

| Responses*   | 9-12 | 13-14 |
|--------------|------|-------|
| None         | 84   | 41    |
| Moderately   | 200  | 96    |
| Considerably | 116  | 46    |
| Very Greatly | 53   | 37    |
| Do Not Know  | 10   | 6     |

Not Significant

## TEACHING MAJOR(S)

| Responses*   | 9-12 | 13-14 |
|--------------|------|-------|
| None         | 11   | 3     |
| Moderately   | 29   | 14    |
| Considerably | 78   | 30    |
| Very Greatly | 360  | 181   |
| Do Not Know  | 7    | 2     |

Not Significant

## TEACHING MINOR(S)

| Responses*   | 9-12 | 13-14 |
|--------------|------|-------|
| None         | 34   | 19    |
| Moderately   | 61   | 29    |
| Considerably | 120  | 52    |
| Very Greatly | 222  | 115   |
| Do Not Know  | 21   | 7     |

Not Significant

# **RESPONSES ACCORDING TO TOTAL YEARS TEACHING EXPERIENCE**

| TEACHING METHODS          |     |        |
|---------------------------|-----|--------|
| Responses*                | 1-5 | 6-Over |
| None                      | 54  | 86     |
| Moderately                | 231 | 438    |
| Considerably              | 184 | 392    |
| Very Greatly              | 152 | 396    |
| Do Not Know               | 10  | 11     |
| Significant at .025 level |     |        |

| PSYCHOLOGY OF LEARNING    |     |        |
|---------------------------|-----|--------|
| Responses*                | 1-5 | 6-Over |
| None                      | 54  | 76     |
| Moderately                | 270 | 461    |
| Considerably              | 188 | 419    |
| Very Greatly              | 98  | 341    |
| Do Not Know               | 15  | 18     |
| Significant at .005 level |     |        |

| PHILOSOPHY OF EDUCATION   |     |        |
|---------------------------|-----|--------|
| Responses*                | 1-5 | 6-Over |
| None                      | 165 | 287    |
| Moderately                | 288 | 565    |
| Considerably              | 80  | 235    |
| Very Greatly              | 37  | 152    |
| Do Not Know               | 31  | 45     |
| Significant at .005 level |     |        |

| A-V EQUIPMENT & MATERIALS |     |        |
|---------------------------|-----|--------|
| Responses*                | 1-5 | 6-Over |
| None                      | 82  | 146    |
| Moderately                | 250 | 441    |
| Considerably              | 163 | 362    |
| Very Greatly              | 104 | 269    |
| Do Not Know               | 11  | 25     |
| Significant at .10 level  |     |        |

| GROWTH AND DEVELOPMENT    |     |        |
|---------------------------|-----|--------|
| Responses*                | 1-5 | 6-Over |
| None                      | 48  | 75     |
| Moderately                | 234 | 454    |
| Considerably              | 202 | 407    |
| Very Greatly              | 96  | 305    |
| Do Not Know               | 23  | 35     |
| Significant at .005 level |     |        |

| TEACHING MAJOR(S)        |     |        |
|--------------------------|-----|--------|
| Responses*               | 1-5 | 6-Over |
| None                     | 23  | 45     |
| Moderately               | 87  | 186    |
| Considerably             | 144 | 280    |
| Very Greatly             | 288 | 683    |
| Do Not Know              | 39  | 48     |
| Significant at .05 level |     |        |

\*The responses apply to courses in education taken prior to first teaching assignment and the degree to which courses in each area have contributed in terms of his total career to the teachers adjustment to teaching and to his professional development as an educator.

| TEACHING MINOR(S)        |     |        |
|--------------------------|-----|--------|
| Responses*               | 1-5 | 6-Over |
| None                     | 48  | 98     |
| Moderately               | 105 | 250    |
| Considerably             | 145 | 343    |
| Very Greatly             | 179 | 440    |
| Do Not Know              | 54  | 66     |
| Significant at .01 level |     |        |

# **RESPONSES ACCORDING TO TOTAL YEARS TEACHING EXPERIENCE**

| TEACHING METHODS          |     |         |
|---------------------------|-----|---------|
| Responses*                | 1-2 | Over 15 |
| None                      | 20  | 22      |
| Moderately                | 104 | 159     |
| Considerably              | 79  | 155     |
| Very Greatly              | 68  | 206     |
| Do Not Know               | 5   | 6       |
| Significant at .005 level |     |         |

| PSYCHOLOGY OF LEARNING    |     |         |
|---------------------------|-----|---------|
| Responses*                | 1-2 | Over 15 |
| None                      | 17  | 19      |
| Moderately                | 123 | 163     |
| Considerably              | 83  | 191     |
| Very Greatly              | 35  | 166     |
| Do Not Know               | 9   | 8       |
| Significant at .005 level |     |         |

| PHILOSOPHY OF EDUCATION   |     |         |
|---------------------------|-----|---------|
| Responses*                | 1-2 | Over 15 |
| None                      | 75  | 81      |
| Moderately                | 124 | 228     |
| Considerably              | 34  | 121     |
| Very Greatly              | 14  | 88      |
| Do Not Know               | 14  | 16      |
| Significant at .005 level |     |         |

| A-V EQUIPMENT & MATERIALS |     |         |
|---------------------------|-----|---------|
| Responses*                | 1-2 | Over 15 |
| None                      | 44  | 41      |
| Moderately                | 104 | 168     |
| Considerably              | 71  | 143     |
| Very Greatly              | 41  | 125     |
| Do Not Know               | 4   | 15      |
| Significant at .005 level |     |         |

| GROWTH AND DEVELOPMENT    |     |         |
|---------------------------|-----|---------|
| Responses*                | 1-2 | Over 15 |
| None                      | 25  | 16      |
| Moderately                | 99  | 164     |
| Considerably              | 91  | 172     |
| Very Greatly              | 35  | 148     |
| Do Not Know               | 9   | 16      |
| Significant at .005 level |     |         |

| TEACHING MAJOR(S)         |     |         |
|---------------------------|-----|---------|
| Responses*                | 1-2 | Over 15 |
| None                      | 13  | 11      |
| Moderately                | 42  | 69      |
| Considerably              | 56  | 127     |
| Very Greatly              | 119 | 298     |
| Do Not Know               | 17  | 17      |
| Significant at .005 level |     |         |

\*The responses apply to courses in education taken prior to first teaching assignment and the degree to which courses in each area have contributed in terms of his total career to the teachers adjustment to teaching and to his professional development as an educator.

| TEACHING MINOR(S)         |     |         |
|---------------------------|-----|---------|
| Responses*                | 1-2 | Over 15 |
| None                      | 26  | 27      |
| Moderately                | 43  | 109     |
| Considerably              | 59  | 154     |
| Very Greatly              | 81  | 196     |
| Do Not Know               | 23  | 17      |
| Significant at .005 level |     |         |



# RESPONSES ACCORDING TO TOTAL YEARS TEACHING EXPERIENCE

| TEACHING METHODS          |     |         |
|---------------------------|-----|---------|
| Responses*                | 3-5 | Over 15 |
| None                      | 34  | 22      |
| Moderately                | 127 | 159     |
| Considerably              | 105 | 155     |
| Very Greatly              | 84  | 206     |
| Do Not Know               | 5   | 6       |
| Significant at .005 level |     |         |

| PSYCHOLOGY OF LEARNING    |     |         |
|---------------------------|-----|---------|
| Responses*                | 3-5 | Over 15 |
| None                      | 37  | 19      |
| Moderately                | 147 | 163     |
| Considerably              | 105 | 191     |
| Very Greatly              | 63  | 166     |
| Do Not Know               | 6   | 8       |
| Significant at .005 level |     |         |

| PHILOSOPHY OF EDUCATION   |     |         |
|---------------------------|-----|---------|
| Responses*                | 3-5 | Over 15 |
| None                      | 90  | 81      |
| Moderately                | 164 | 228     |
| Considerably              | 46  | 121     |
| Very Greatly              | 23  | 88      |
| Do Not Know               | 17  | 16      |
| Significant at .005 level |     |         |

| A-V EQUIPMENT & MATERIALS |     |         |
|---------------------------|-----|---------|
| Responses*                | 3-5 | Over 15 |
| None                      | 38  | 41      |
| Moderately                | 146 | 168     |
| Considerably              | 92  | 143     |
| Very Greatly              | 63  | 125     |
| Do Not Know               | 7   | 15      |
| Significant at .025 level |     |         |

| GROWTH AND DEVELOPMENT    |     |         |
|---------------------------|-----|---------|
| Responses*                | 3-5 | Over 15 |
| None                      | 23  | 16      |
| Moderately                | 135 | 164     |
| Considerably              | 111 | 172     |
| Very Greatly              | 61  | 148     |
| Do Not Know               | 14  | 16      |
| Significant at .005 level |     |         |

| TEACHING MAJOR(S) |     |         |
|-------------------|-----|---------|
| Responses*        | 3-5 | Over 15 |
| None              | 10  | 11      |
| Moderately        | 45  | 69      |
| Considerably      | 88  | 127     |
| Very Greatly      | 169 | 298     |
| Do Not Know       | 22  | 17      |
| Not Significant   |     |         |

\*The responses apply to courses in education taken prior to first teaching assignment and the degree to which courses in each area have contributed in terms of his total career to the teachers adjustment to teaching and to his professional development as an educator.

| TEACHING MINOR(S)         |     |         |
|---------------------------|-----|---------|
| Responses*                | 3-5 | Over 15 |
| None                      | 22  | 27      |
| Moderately                | 62  | 109     |
| Considerably              | 86  | 154     |
| Very Greatly              | 98  | 196     |
| Do Not Know               | 31  | 17      |
| Significant at .005 level |     |         |